

DEPARTMENT OF MINES AND RESOURCES

The Honourable Colin W.G. Gibson, K.C., M.C., V.D.,
Minister.

INDIAN SCHOOL BULLETIN.

Issued by the Education Division

INDIAN AFFAIRS BRANCH

No. 1

Vol. 4

Items 1 - 7

1 September, 1949.

next issue 1 November, 1949.

"Since the school is but one agency for the education of individuals, it follows that the educative experiences of the school should be closely integrated with the experience of living outside of schools. Schools, to contribute effectively to the growth and development of socially desirable personalities, must be realistic and lifelike. They must be geared to the present day needs and interests of young people and continually adapted to the changing socio-economic order".

- "Teaching Guide and Philosophy of Education, for Elementary Schools of Arizona".

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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indicates article of special interest
to Indian Affairs Branch officials.

It is as impossible to make a programme to fit the needs of every school, as it is impossible to buy a pair of shoes for a person one has never seen. Each teacher must accept the curriculum as suggestive and from it develop a programme that will provide opportunities to direct the learning experiences according to the interests, needs and abilities of the group being taught.

PART I: SCHOOL ADMINISTRATION.

1 1949 REVISED DAY SCHOOL TEACHERS' SALARY SCHEDULE.

We are pleased with the reception given to our new salary Scale by teachers of our school system. We feel that it compares most favourably with those schedules in effect in other schools.

We have already sent details of the schedule to teachers but it is repeated here for the information of all concerned.

As we are preparing this issue for publication we are being flooded with applications for re-classification. While these will be handled as fast as possible, it will be late in October before we can finish changing all salaries. Therefore do not become worried if your September and October cheques are at the old rate; you will receive an adjustment cheque later. The effective date of the new scale is September 1, 1949 and teachers entitled to increases will be paid at the new rate from that date when all documentation is completed.

New teachers appointed since August 1, have all been classified at the new rate and need not apply again.

How Do I Calculate My Salary?

The regulations and scale are clear but two examples might further help teachers to check on their salaries.

Teacher A

has a First Class certificate with 12 years of provincial experience and two summer schools.

- (a) A First Class certificate means a Grade 3 classification.
- (b) Twelve years of provincial experience = five years on scale (see general regulation Number 3).
- (c) Teacher's salary is at 6th year as Grade 3 = \$2,280.00 per academic year.

Teacher B.

has a Second Class certificate with 14 years in Indian day and residential schools with one summer school.

- (a) A Second Class certificate means a Grade 2 classification.
- (b) Fourteen years of Indian experience would normally place at end of Scale but only one summer school "freezes" salary at sixth year until another summer school attended.
- (c) Teacher's salary as Grade 2 = \$1,860.00 per academic year.

Remember that all increments depend on satisfactory reports.

The main changes in regulations and salary scale are as follows:

CLASSIFICATION REGULATIONS

Departmental policy in the hiring of day school teachers will be as follows:-

1. The elimination of Grade I teachers from our day schools.

This intention has been clearly stated in previous salary schedules. The present serious shortage of teachers alone makes it possible to hire teachers who do not hold teaching certificates granted by provincial departments of education.

Once again, we would urge all teachers holding permits and letters of authority to qualify for teaching certificates as soon as possible. We can make no guarantee whatsoever to them of continued employment unless they become qualified. This also applies to teachers holding the old third class certificates.

Please note that in order to help such teachers obtain certificates, they may now apply for a year's leave of absence without pay to attend normal school.

2. The gradual reduction in the number of Grade II teachers.

Provincial departments of education are gradually ceasing the issuance of Second Class Teaching Certificates (Grade II teachers). Therefore, teachers holding such certificates should begin working towards their First Class Certificates. You will note that a wider gap now exists between Grade II and Grade III teachers' salaries

3. The employment wherever possible of Grade III teachers.

All provincial departments of education are now emphasizing the importance of hiring only teachers with First Class Certificates. We do not intend to let our Indian day schools lag behind in any respect. Therefore, the salary scale for these teachers has been increased in several ways.

Naturally, we employ very few Grade IV or high school teachers in our schools as most Indian pupils receive secondary education in provincial high schools.

SALARY SCALE

The following are the main increases in salary for day school teachers:

1. Grade I teachers:

- (a) An increase of \$60.00 per academic year.
- (b) A bonus of \$60.00 per annum will be allowed to teachers who have attended two summer school refresher courses since 1940.

2. Grade II teachers:

- (a) A salary increase of \$120.00 per academic year.

3. Grade III teachers:

- (a) A basic increase of \$180.00 per annum.
- (b) An increase in the annual salary increment from the present rate of \$60.00 up to \$120.00.
- (c) A degree bonus of \$120.00 for teachers holding or receiving university degrees.

4. Grade IV teachers:

- (a) A basic increase of \$180.00 per annum.
- (b) An increase in the annual salary increment from the present rate of \$60.00 up to \$120.00.

APPLICATION FOR CLASSIFICATION ON SALARY SCALE

Due to the changes in the regulations and salary scale, it will be necessary for each teacher to complete and forward to the Indian Superintendent concerned an application form covering his or her latest qualifications. It is most important to detail the summer courses which you have attended. The following table indicates the summer school attendance requirements of the schedule:

No increment in these years unless summer school attended as shown in schedule.

Grade <u>II</u>	4th year	7th year		
Grade <u>III</u>		6th year	11th year	16th year

In other words, you are "frozen" at a salary until you produce evidence of having attended the required summer schools. A Grade II teacher will not receive her third increment until she has produced evidence of having attended a summer course. A Grade III teacher will not receive her fifth increment until she satisfies the Department that she has attended the required summer school course

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1949 REVISION OF SALARY SCHEDULE FOR TEACHERS
OF THE DEPARTMENT OF MINES AND RESOURCES

Teacher, School.

Teacher, School, Grade I	\$1080 - 1380
Teacher, School, Grade II	\$1560 - 2040
Teacher, School, Grade III	\$1680 - 3120
Teacher, School, Grade IV	\$1980 - 3420

Classification Regulations

1. Teacher, School, Grade I.

(a) Teachers in this category will be required to hold certificates from a recognized Normal or Teachers' Training School. After 1 September, 1947, it will be the policy of the Department to employ only teachers who hold recognized teaching certificates. Any non-certificated teachers employed as of that date can be retained in the service but no further non-certificated teachers will be employed except in the event of an emergency. If this is necessary, such teachers will fall into this category.

(b) Teachers whose service with the Department has been satisfactory may apply for a year's leave of absence without pay in order that they may attend a Normal School and obtain a Provincial Teachers Certificate.

(c) Salary raises for satisfactory service will be given annually for the first six years only as shown on the salary scale.

(d) A bonus of \$60.00 per annum will be allowed to teachers in this category who have attended two summer school refresher courses since 1940.

2. Teacher, School, Grade II.

(a) Teachers in this category will be required to hold a Second Class Teacher's Certificate (or equivalent requiring High School Junior Matriculation plus teacher training at a recognized school).

(b) Salary raises for satisfactory service will be given annually for the first nine years only as shown on the salary scale.

(c) No teacher shall be eligible for the increments provided in the fourth or seventh years of service according to the scale attached hereto, unless such teacher has at some time in the preceding three year period respectively, completed one professional or academic session at a Provincial or University Summer School for teachers, or an equivalent course recognized by the Department of Mines and Resources.

3. Teacher, School, Grade III.

(a) Teachers in this category will be required to hold a First Class Teacher's Certificate (or equivalent requiring High School Senior Matriculation or First Year University plus teacher training at a recognized school).

(b) Salary raises for satisfactory service will be given annually for the first ten years; thereafter at the end of the 15th and 20th years of experience.

(c) No teacher shall be eligible for the increments provided in the 6th, 11th and 16th years of service according to the scale attached hereto, unless such teacher has at some time in the preceding five year period respectively, completed one professional or academic session at a Provincial or University Summer School for teachers, or an equivalent course recognized by the Department of Mines and Resources.

(d) A bonus of \$120.00 per annum will be allowed to teachers in this category holding or receiving degrees from a recognized University.

4. Teacher, School, Grade IV.

(a) The following teachers may be placed in this category:

- I. Teachers who hold teaching certificates (granted by provincial departments of education) in specialist subjects such as Industrial Arts, Household Science, Agriculture or other specialist field and who are employed in teaching such a subject for 50% or more of their teaching time on a full day basis.
- II. Teachers who hold High School Teachers' Certificates (granted by provincial departments of education) and who are employed in teaching grade IX and upwards for 50% or more of their teaching time on a full day basis.

(b) Same as for Teacher, Grade III.

(c) Same as for Teacher, Grade III.

Teacher, Welfare

1. Teacher, Welfare, Grade 1	\$1320 - 1680
2. Teacher, Welfare, Grade 2	\$2040 - 2520
3. Teacher, Welfare, Grade 3	\$2400 - 3360
4. Teacher, Welfare, Grade 4	\$2460 - 3420

CLASSIFICATION REGULATIONS

(a) These regulations shall be the same as for Teacher, School. Normally these Welfare Teachers will be employed in day schools situated on the more remote Indian reservations, at nursing stations and Indian hospitals, and within the Northwest Territories.

(b) Welfare Teachers may qualify for the salary increments requiring summer school courses by taking correspondence courses from provincial Departments of Education, universities, or other institutions recognized by the Department of Mines and Resources.

(c) These teachers will be employed for the full twelve-month period. They will remain on the reservation or in the community during this time, with the exception of the usual Civil Service holidays of eighteen working days per year to which they will be entitled.

(d) Welfare Teachers may be granted leave of absence for seven weeks once every three years to enable them to attend a course in social welfare, sociology, education or some related field at a Canadian or American university or school recognized by the Department of Mines and Resources.

(e) In addition to their normal teaching duties, Welfare Teachers will be called upon to lend their assistance in connection with such administrative matters as the payment of family allowances, the dispensing of medicines, the investigation of welfare cases requiring assistance, and the supervision of special problem cases.

(f) Welfare Teachers will be expected to give leadership to all local activities designed to effect improvements in community life. For this purpose they will organize recreational programs, devise measures of adult education, visit the homes, and endeavour to improve not only the living conditions but the general welfare of the people.

(g) In view of the particular nature of the duties to be performed by Welfare Teachers, the latter will be selected on the basis of personal qualifications and aptitude for the work. Professional training in the field of social welfare work will be distinct advantage, and appointees must have a good background in participation in group activities.

(h) A bonus of \$120.00 per annum will be allowed to Grade 3 Welfare Teachers holding or receiving degrees in social science from a recognized university.

PRINCIPAL, SCHOOL

1.	Principal, Grade 1	\$1800 - 3240
2.	Principal, Grade 2	\$1920 - 3360
3.	Principal, Supervising, Grade 3	\$2100 - 3540
4.	Principal, Supervising, Grade 4	\$2220 - 3660

CLASSIFICATION REGULATIONS

I. Principal, Grade I.

- (a) To qualify for this position, a teacher must have:
 - 1. A first class teaching certificate,
 - 2. At least three years' successful teaching experience,
 - 3. Three or four classrooms and their teachers within the building under his jurisdiction.
- (b) Salary raises for satisfactory service will be given annually for the first ten years; thereafter at the end of the 15th and 20th years of experience.
- (c) No principal shall be eligible for the increments provided in the 6th, 11th and 16th years of service according to the scale attached hereto, unless such teacher has at some time in the preceding five year period respectively, completed one professional or academic session at a Provincial or University Summer School for teachers, or an equivalent course recognized by the Department of Mines and Resources.
- (d) A bonus of \$120.00 per annum will be allowed to principals in this category holding or receiving degrees from a recognized university.

2. Principal, Grade II.

- (a) To qualify for this position a teacher must have:
 - 1. A first class teaching certificate,
 - 2. At least three years' successful teaching experience,
 - 3. Five or more classrooms and their teachers within the building under his jurisdiction.
- (b) Same as for Principal Grade I.
- (c) Same as for Principal Grade I.
- (d) Same as for Principal Grade I.

3. Principal, (Supervising) Grade III.

- (a) To qualify for this position a teacher must have:
 - 1. A first class teaching certificate,
 - 2. At least six years' successful teaching experience
 - 3. Ten or more classrooms and teachers under his supervision.
- (b) Same as for Principal, Grade I.
- (c) Same as for Principal, Grade I.
- (d) Same as for Principal, Grade I.

4. Principal (Supervising) Grade 4.

(a) To qualify for this position a teacher must have:

1. A high school teacher's certificate,
2. At least eight years' successful teaching experience,
3. Over twelve classrooms and teachers under his supervision.

(b) Same as for Principal, Grade I.

(c) Same as for Principal, Grade I.

GENERAL REGULATIONS:

1. For the purpose of determining a teacher's salary in the scale attached hereto, and for the purpose of determining the teacher's experience for the salary increment, the teacher's total service as at the beginning of each school year shall be taken, and such salary increment shall not be revised until the beginning of the following school year.

2. No teacher in the year 1949-50, and thereafter shall, while holding the same teaching position held in 1948-49, receive a lower salary than the total amount paid him or her in 1949-50.

3. Time spent by a duly certificated teacher as a teacher in the public schools in any part of the British Commonwealth, or as an Instructor in a University in any part of the British Commonwealth, shall be regarded as time spent in teaching in the school of the Department, provided that the maximum period of such teaching service so regarded shall not exceed five years. Such teachers must also have attended one professional or academic session at a Summer School Course recognized by the Department in order to qualify for the increments described above in the regulations for grades of teachers.

4. A minimum of eight months of regular employment during one school year will constitute a year of experience. Lesser fractions will not be counted.

5. In schools in which English is the language of instruction, the teacher's certificate must be for the English language to be recognized by the Department for the purpose of the salary scale.

6. In schools in which French is the language of instruction, the teacher's certificate must be for the French language to be recognized by the Department for the purposes of the salary scale.

With the opening of many new schools we extend greetings to the teachers who are joining our service for the first time. As time goes by we would like to have the opportunity of visiting your schools and answering your many questions. But with the rapid expansion in Indian education this will not be likely so we present answers to the most common questions raised by new teachers.

Q. What are the duties of my Indian Superintendent insofar as my school is concerned?

A. He is your official school trustee and is the man to whom you should refer all problems normally handled by a board of trustees.

Q. Am I a permanent civil servant? A. No, you are a temporary civil servant.

Q. How do I become a permanent civil servant?

A. The requirements for day school teachers are as follows:

The classification of permanent civil servant for the purposes of superannuation will be applied only to certain of our teachers as detailed below:

- (a) Teachers who are in possession of permanent teaching certificates as granted by Provincial Departments of Education.
- (b) Teachers who have been employed for a period of at least two years as Indian Day School Teachers and upon whose work satisfactory School Inspectors' and Indian Agents' reports have been submitted.
- (c) Teachers who otherwise qualify within the regulations laid down in the Civil Service Superannuation Act.
- (d) Teachers of day schools in operation for a full academic year of ten months.

Note: Married women to be eligible must provide proof of the fact that they are, of necessity, self-supporting.

Q. What is the retirement fund deducted monthly from my cheque?

A. EVERY TEMPORARY employee, except one who is (1) appointed for a period of less than 3 months (2) a part-time employee (3) a seasonal employee, if not insured against unemployment under "The Unemployment Insurance Act 1940", is required to contribute 5% of salary. If insured, contributions amount to 4% of salary. The amount contributed is returned when a temporary employee leaves the service.

If an employee has made contributions to the Retirement Fund prior to April 1, 1947, then, upon permanent appointment, these contributions will be returned unless election to contribute for past service is decided upon. If the employee wishes to have past temporary service count for superannuation purposes, then the contributions to Retirement Fund are applied against the arrears due the Superannuation Fund.

For those appointed and commencing to make contributions on or after April 1, 1947, no choice is offered, but, upon permanent appointment, the Retirement Fund credits are automatically transferred and applied against the period of temporary employment. The amount deducted for Retirement Fund cannot be deducted from gross earnings for Income Tax purposes.

. How do I requisition for supplies?

. See article 9 in the December 1948 issue of the Bulletin. If yours is a new school ask your Indian Superintendent to let you see his copy.

. What days do I keep my school open?

. The 1949-50 Indian School Calendar is attached to the June 1949 issue of the Bulletin.

3 SUPPOSE THE INDIANS HAD HAD IRON.

(Here is an article which may help to give our field officials and teachers a new "slant" on the early history of this continent. It is by Miss Ruth Underhill, an Indian, with whose writings some of you may be familiar. It is from the October 1948 issue of "Indian Education" published by the United States Indian Service).

"The WHITE man must have something that we haven't," lamented an Indian teacher of Indians. "Why did he conquer us so easily? How has he been able to take the whole continent? My boys," he added, "feel that. They think they are beaten before they start."

It is time the White man should step down from his position as almighty conqueror for, after all, it was not he who conquered the continent. It was his tools. Suppose the Indian had had the gun and the White man the bow and arrow? There can be little doubt that Indian courage and strategy would have been equal to the occasion. Suppose the Indian had had an iron plow, instead of the pointed stick with which the Pueblos did their planting. There might then have been square miles of land under cultivation instead of tiny corn patches. Indians could have lived permanently near these fields and, if they had steel saws, axes, hammers and nails, they could have had houses, and even cities. It would not have been so easy then to move them out of the way of White settlers. In short, the continent was conquered by gunpowder and iron and any group of men who owned these things must have been the master.

Why did not the Indians own them? The answer does not have to do with "race." The possession of tools is not due to the character of any local group, but much more to its surroundings, its opportunities and, above all, to its chance to learn from others. The Indians, for many thousand years before Columbus, had been cut off from Old World contacts. Improved ways of living, started in Egypt long before three thousand B. C., had been spreading through Europe and Asia. But the stimulus which caused new movements over all that great land mass, could not reach the New World. The Indians were as unlikely to invent iron tools as a Chinese village of today would be to discover penicillin. They did not know the problem involved nor the apparatus used in solving it.

No one can calculate how much of the advance of civilization is due to learning, copying and making little adaptations, rather than to any striking new invention. Somehow, in the temperate, grassy lands about the eastern Mediterranean, the first steps were taken toward planting grain and taming sheep and goats. We know that neolithic Europe had trade routes from the Baltic to the Mediterranean and in Asia from the Euphrates to the Indus. When the first steps in progress had been taken, it was easy for the outer zones of savage people to adapt these ideas, changing the grain from wheat to rye or rice, the animal to the pig, horse, camel, even water buffalo or reindeer.

It would be hard to give credit for this vast movement to any group. We might better marvel at the way ideas take root and grow, almost as if they were living organisms. Once the Old World had made sure of its food and clothing, in the shape of cereals and domesticated beasts, inventions appeared in geometrical progression. Copper, bronze, iron! Historians used to think that it need not be so. The point is that once smelting is known and people have leisure and possessions enough to use tools, the most available metal will be worked up. So iron came into use in the Hittite Empire and, by 1400 B. C. the whole of Europe was using it for tools.

That includes the ancestors of the Whites, who were not Hittites. They had the luck to be in the path of progress, even though they lived in distant regional lands, which were the swamps of Scandinavia and Britain. They made good use of iron, perhaps because their civilization had not gone so far as to have specialized in other directions. Iron may be called the starting point of the industrial system which they finally worked out. Later, gunpowder was invented in China. Finally, men who had made an adaptation of both these things, were able to use them for subduing a continent.

Looking at history from this perspective, the Indian has little reason for feeling "beaten before he starts." He had the bad luck not to be in the path of material progress - if you can call it bad luck to be spared an industrial

revolution and a hundred years war. But he is in the path of progress now. If it is tools which conquer, he has every tool that the White man has. And he has as good a right to wield them, for he has learned their use, just as the White man did. Moreover he and the Whites both are now in the act of acquiring a whole new set of equipment. An entirely new period of conquest is in order and conquest which the world hopes is along peaceful lines, rather than those of war. The Indian, with his modern training, can take full part in it, if he so wishes.

PART II: TEACHING METHODS.

4. FROM ONE TEACHER TO ANOTHER

The Indian School Bulletin has in the past published a series of articles contributed by the teachers in our day and residential schools. These have proven very popular not only because of their helpful nature but also due to their general interest.

These contributed articles may vary in topic from ideas to try, lesson outlines, novel teaching techniques to the organization of a school taffy pull or a baked bean supper. We would suggest about 300 words as a suitable length but realize that this will vary with the topic.

For each accepted article we will send to the teacher concerned

- a) a year's subscription to the teacher's magazine of his or her choice,
- b) fifteen library books for your pupils.

Be sure to let us know the name and address of the teacher's magazine desired when sending in your article. The address:

Indian School Bulletin,
Indian Affairs Branch
Department of Mines and Resources, Ottawa.

5 MAKE YOUR LESSONS OBJECTIVE

In previous issues we have stressed the importance of direct teaching methods in instructing Indian pupils. We cannot over-emphasize the necessity of using visual and manual aids to supplement and even replace the usual vocal instruction techniques.

We have previously printed several sources of illustrative material and many of our teachers have already a good stock of such bulletins, posters, etc. Recently Miss Roberts, formerly at the Caughnawaga United Church School and now at Alpole Island No. 1, visited our office and left a very complete list issued to students at the Macdonald College Summer School for Teachers. We publish it herewith in full and recommend that you buy a batch of penny postcards and mail them to the addresses given with requests for the material indicated.

HOW EFFECTIVE IS YOUR TEACHING

<u>ADDRESS</u>	<u>MATERIAL</u>
1. United Kingdom Information Office 10 Albert Street, Ottawa.	For folders and posters on the United Kingdom.
2. Office of Australian High Commissioner 114 Wellington Street, Ottawa.	(a) Australia-official handbook (b) Sets for students a Look at Australia Maps of Australia
3. United Kingdom Information Office 10 Albert Street, Ottawa.	Booklet--Introducing West Africa Africa's Challenge

<u>ADDRESS</u>	<u>MATERIAL</u>
4. Union of South Africa Government Information Office 50 Fifth Avenue, N.Y., 18, N.Y., U.S.A. - This is South Africa	
5. Newfoundland: The Bank of Montreal, Montreal, Que. Tourist Office St. Johns, Newfoundland Christie Biscuit Company Toronto	Leaflet for free distribution Map and Leaflets Map and Leaflet
6. Oil Imperial Oil Company Toronto, Ontario	Pamphlets: The Oil Seekers Maps Magazine
7. Conservation: Dept. of Planning and Development Parliament Buildings Toronto, Ont.	(a) Conservation in South Central Ontar- (b) Ontario as a market io
8. Dept. of Lands and Forests Parliament Buildings Toronto, Ont.	magazine called Sylva
9. Department of Agriculture, Ottawa	Prairie Farm Rehabilitation Act 1943
10. Power: The Shawinigan Water and Power Co. Montreal	A Shawinigan Brieflet No. 3 and 4 Maps
11. Ontario Hydro Commission University Avenue Toronto, Ont.	Ask for information
12. Industry Aluminum Company of Canada, Ltd., Montreal C.I.L. in Montreal	Canada's Aluminum Industry Booklets on several Canadian industries
13. American Iron and Steel Institute 350 Fifth Avenue, New York 1, N.Y.	Write for booklets
14. Ontario: Department of Travel and Publicity	For Free booklets on Ontario
15. Transportation: Association of American Railroads Washington, D.C.	1. A study in Railway Transportation 2. American Railroads Growth and Development 3. Railroads at War
16. U.S.S.R. Embassy of U.S.S.R. 2112 Massachusetts Ave. N.W. Washington, 8, D.C.	Information Bulletin
17. French National Tourist Office 610 St. James Street West Montreal	For posters and booklets on France
18. National Geographic Society School Division Washington, D.C.	(a) Geographic School Bulletins (.50 Weekly reports on current events (b) Separate colour sheets from the magazines (c) Back numbers of the magazine for 10 cents
19. India: Indian Trade Commissioner 114 Wellington Street, Ottawa	(a) movies on India (b) booklets
20. Pakistan Trade Commissioner Ottawa, Ontario.	booklets on Pakistan

ADDRESS

MATERIAL

21. Tea:
Salada Tea Company, Toronto
Tea Bureau Pub.
The Story of the Tea Plant
The Story of Tea
22. The Instructor Series of Illustrated Units four units for a dollar
F.A. Owen Publishing Company Dansville, N.Y.
23. The King's Printer
Ottawa, Ontario
Foreign Trade
Weekly report with maps and graphs
\$1.00 a year
24. Round the World with Cotton Free
U.S. Department of Agriculture
Agr. Adjustment Administration
Southern Division 1941
Washington, D.C.
25. World Trade in Cocoa U.S. Department of Commerce Industrial Series
No. 71 .50 cents
26. Public Policy Committee
Advertising Council
11 West 42nd Street, N.Y. 18
The World
The Miracle of America Free
27. Canadian Bank of Commerce,
Toronto, Ontario
Booklet
Canada--a modern leader in
World Economy
An Economic survey published
by the Bank
28. Write for catalogues:
The American Museum of Natural History
Central Park West at 79th Street, New York 24, N.Y.

The Superintendent of Documents
Washington, U.S.A.
29. Latin America:
(a) The Pan American Union,
Washington, D.C. 10 and 5 cents a copy
for booklets
(b) Ask for catalogue:
30. The Foreign Policy Association 22 East 38th Street New York 16, N.Y.
booklets at 25 cents a copy
1. Magazines:
Canadian Geographical Journal
The Beaver Hudson's Bay Company \$1.00 quarterly
The Imperial Oil Review
2. Yearbooks of Canada
Canada Year Book (also contains lists of government Publications)
Canada Hand Book .25 cents
3. Carling Conservation Club
Waterloo, Ontario.
Free material on Canadian Animals
and Birds
4. Posters:
The Quebec Provincial Tourist Bureau Quebec City
The Canadian Pacific Railway
The Canadian National Railway
5. National Museum of Canada
Ottawa, Ontario
also ask for catalogue
Booklets on six different tribes
of Canada 5 cents a copy
6. Pictures:
8" x 10" glossy prints 35 cents a print
National Film Board's Photo Service Department 225 Sparks Street Ottawa.
7. Slides can be obtained from the National Parks Branch,
Department of Mines and Resources, Ottawa, Ontario.
8. Slides can be rented free of charge from the Publicity Branches of the C.P.R.
and C.N.R. if school is near a station of the company.
9. Maps: Write for price list for maps of Canada
Surveyor General Legal surveys and map Service
Department of Mines and Resources Ottawa.

40. Don't forget there is a Geographical Bureau at Ottawa
Geographical Bureau
Department of Mines and Resources Ottawa
41. National Council for the Social Studies 1201 Sixteenth Street, N.W.
Washington 6 D.C. 1948 Yearbook \$2.50

6 HOW EFFECTIVE IS YOUR TEACHING ?

(This is a continuation of a series of articles in which we present ideas tried and found successful by experienced teachers).

SEAT WORK IDEAS FOR YOUR BEGINNERS

SCRAP BOOKS

Each September brings a new flock of hopefuls - and a new set of problems to the busy teacher. It is so difficult to keep these little ones gainfully occupied while you are teaching the older children.

Your first problem will be in most cases to teach them English. So why not try scrapbooks based on their daily lessons in English.

If their homes have no magazines or papers you will have to provide the source material such as catalogues, wrappers, etc. Here are a few suggestions as to the type of scrapbooks which your children might make. Be sure to have each book prepared after English lessons based on the particular theme.

BABY BOOK

Have a language lesson on the baby. Children tell the names of the things that a baby needs, enjoys and plays with. Into this book they may paste freehand cuttings and drawings of things for the baby which they are able to make, for instance - a ball, rattle, top, stockings, mittens, bottle, dress, hood, cape, bed, high-chair, cup, knife, fork, mug, coat, etc.

Guide the children to make as pretty and artistic books as they can. Give them ample time to work out this Baby Project.

HOME BOOKS

The following is a suggested list of what to put in Home Books: The home, father, mother, sisters, brothers, cat, dog, bird, living room, dining room, bed room, kitchen, bathroom, porch, barn, garage, trees, garden, car, horses, cows or anything that may belong to the home life of the individual child. In connection with the rooms of the home, the child may paste into his book the various articles of furniture or belongings that fit into the room.

GO \ TO EAT BOOKS

The name suggests what may be pasted into this book. The magazines are full of beautifully coloured pictures and a most attractive and interesting collection may be made.

Interesting facts concerning these pictures may be brought out and developed during the language period.

For instance, the picture is breakfast food - puffed wheat. What did it come from? Where did it grow? Who planted it?

Bring out by means of questions and suggestions the various steps in connection with the growth of wheat.

ALPHABET BOOKS

Attractive books may be made by pasting at the top of each page a letter of the alphabet cut from large type advertising matter, with a suitable picture underneath it, as,-

A for apple B for ball C for cat

HANDICRAFT

CORN BEAD CHAINS

Each child is asked to soak over night the kernels from two cobs of corn, preferably one red and one yellow or white. He may then string these, using waxed threads, and rather a coarse needle, alternating the red and yellow kernels.

Corn kernels may be coloured by adding powder paint to the water when soaking.

Little children enjoy wearing these corn bead chains. Watermelon seeds, squash seeds, pumpkin seeds and cantaloupe seeds may be used in the same way.

2. HANDICRAFT (cont'd.)

FAIRY WALLPAPER

Give each child one sheet of coloured 8" x 8" construction paper, and one sheet of manilla drawing paper 8" x 8". Fold each into 16 squares, and cut the manilla sheet into 16 squares. Fold each one of these manilla squares in half, and on each folded edge cut a small design. In the centre of each square of the coloured paper, paste one of these designs. This square gives children practice in cutting designs. They call it 'fairy wall-paper'.

LANTERNS

Material:- Drawing paper 6" x 6"

Directions:- With a ruler along the top of the paper place a dot $\frac{3}{4}$ of an inch from the right hand corner, and repeat on the left side. Repeat at bottom. Connect left hand dots, and right hand dots. These two end spaces are marked off from the top and bottom of the lantern, and may be coloured purple, brown or black. Using small leaves for patterns draw three or four and colour them yellow, green, red or brown. Placing the paper so that the bands are at the top and the bottom and the colour underneath, fold the lower edge to meet the upper edge and crease. Beginning at the crease, cut strips about $\frac{1}{4}$ " wide - cutting as far as the band. Unfold, and paste to form the lantern. Paste a strip $\frac{1}{2}$ " wide and 4" long for the handle. Very pretty lanterns may be made of paper 4" x 4".

Try these lanterns in black and orange for Halloween; in red and green for Christmas. They make attractive classroom decorations.

6 MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS.

TRANSFERS OF DAY SCHOOL TEACHERS

The following are some of the transfers which have taken place this summer and which should be of interest to our teachers:

Mr. R. J. Desmarais from the Seine River Day School, Ontario, to the
Caughnawaga R.C. Day School, Quebec.

Miss I. Reesor and Miss E. W. Roberts from the Caughnawaga United Church
Indian Day School, P.Q., to the Walpole Island No. 1 Day School, Ont.

Miss M. Dillin from the Cote Day School, Sask., to the Peguis No. 4
Day School, Manitoba.

Mr. N. Bellavance from the Hay River Day School, N.W.T., to the
Pond du Lac Day School, Sask.

Mrs. N. Skaftfeld from the Kitwancool Day School, B.C., to the
Jackhead Day School, Man.

Mrs. I. Gingras from the West Bay Day School, Ont., to the
Aroland Day School, Ont.

Miss S. Toner from the Pic Day School, Ont., to the Lakeview Day School, Ont.

Miss Viola M. Daly from the Caughnawaga U.C. Day School to the
Mount Elgin Day School, Ontario.

Miss M. Gillis from the Pemberton Day School, B.C., to the Skwah Day School,
Miss C. Merritt from the Metlakatla Day School, to the Alert Bay " " B.C.

Miss M. O'Connor from Sliammon Day School to the Miller Bay Hospital School,
Sister Patricia from Okanagan to Neskeinlith, B.C.

Rev. F.H. Donaghy, from Sturgeon Lake, Sask., to Grand Rapids, Man.

Miss A. M. Jones from Murdoch, Man., to Lake St. Martin, Man.

Miss J.R. Phoeenix from Peguis No. 4 to Peguis No. 2, Man.

Mr. A.J. Walker from Gwinoha to Kitselas Day School, B.C.

Miss A.E. Waterman from Kitselas to Port Simpson Day School, B.C.

Miss E.M. Robicheau from Serpent River to Mississauga Day School, Ont.

Mrs. J. Scott from Fisher River to Peguis No. 1 Day School, Man.

Miss M.O. Smith from Campbell River to Alberni Day School, B.C.

Mrs. Agnes Wakegijig from Rabbit Island to Murray Hill Day School, Ont.

PROMOTIONS:

Mr. T. W. Emerson from teacher, Peguis No. 2 Day School, Man., to be
Supervising Principal, Grade III Fisher River Agency, Man.

Mr. V. Morris from teacher, Shawanaga Day School, Ont., to be
Principal, Grade I, Caughnawaga U.C. Day School, P.Q.

Mr. F.C. Bolan from teacher, Masset Day School, to be Principal, Grade I
Pemberton Day School, B.C.

7 MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS (Cont'd.)

Elkhorn Residential School.

The Elkhorn Residential School at Elkhorn, Manitoba, closed on June 30. Day schools erected last year at Oak River, Murdoch and Peguis No. 1 and this year at Peguis Numbers 2, 3 and 4, will provide educational facilities for some of the children. Others will attend the joint school at York Factory. Those children requiring institutional care will attend the Residential Schools at Prince Albert and Gordon's.

File Hills Residential School

The File Hills Residential School at Balcarres, Saskatchewan, also closed June 30. A two-room day school will be operated in the classroom block. Another two-room school is being erected at File Hills Colony to care for the remainder of these children.

Shawanaga Day School

Diana Cooper, age 10, a pupil of Shawanaga Indian Day School, won the Junior Girls' Trophy in Parry Sound on Friday, June 10, 1949, at the annual Field Day for Parry Sound Inspectorate. Diana competed against 13 other entrants from the rural schools of the inspectorates. Those entrants were picked at seven preliminary trials held on May 27. Only first and second winners at the Preliminaries were eligible for entry at Parry Sound. Diana outclassed all other entries and won four firsts in the four Junior Girls' events. A large trophy will be held at the school for one year and Diana will receive a small silver cup worth five dollars, to keep.

Shawanaga Indian Day School was the only Indian school in the inspectorate to compete in the Field Day. This is their second year of entry.

Maps for Indian Day Schools

We have received a stock of maps for use in our schools. These can be requisitioned for on the standard requisition form in the following scale:

- (a) For one-room Day Schools, -one map each of Canada and Province in which the school is located for all schools with over ten children in grades 4 and upwards.
- (b) For Day Schools of two or more rooms and Residential Schools - one map of Canada and one of Province in which school is located for each classroom enrolling pupils in grades 4 and upwards.

Please note that these maps are only of Canada and its provinces. We do not have a stock as yet of maps of the World and the Continents but are endeavouring to obtain these.

Poster Competition - Saskatchewan Schools.

The Saskatchewan Fire Commissioner is sponsoring a Poster Competition and we would recommend that entries be made by our Indian day and residential schools in that province. For further particulars consult the Fire Chief of your nearest town or write to R. E. Tiffin, Fire Commissioner, 11 Broad Street, Regina, Saskatchewan.

1949 TEACHERS' SALARY SCALE - DEPARTMENT OF MINES AND RESOURCES

CLASS OF
CERTIFICATE
GRADE OF TEACHER

YEAR OF TEACHING EXPERIENCE

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11-15 16-20 21 on Increments

TEACHERS' SALARY SCALE (10 month year)

Grade I Teacher	See Regulations	1080	1140	1200	1260	1320	1380	(No further increments)						(60)
Grade II Teacher	Second Class	1560	1620	1680	1740	1800	1860	1920	1980	2040	(No further increments)			(60)
Grade III Teacher	First Class	1680	1800	1920	2040	2160	2280	2400	2520	2640	2760	2880	3000	(120)
Grade IV Teacher	See Regulations	1980	2100	2220	2340	2460	2580	2700	2820	2940	3060	3180	3240	(120)

WELFARE TEACHERS' SALARY SCALE (12 month year)

Grade I Teacher	See Regulations	1320	1380	1440	1500	1560	1620	1680	(No further increments)						(60)
Grade II Teacher	Second Class	2040	2100	2160	2220	2280	2340	2400	2460	2520	(No further increments)			(60)	
Grade III Teacher	First Class	2400	2520	2640	2760	2880	2940	3000	3060	3120	3180	3240	3300	(120-60)	
Grade IV Teacher	See Regulations	2460	2580	2700	2820	2940	3000	3060	3120	3180	3240	3300	3420	(120-60)	

PRINCIPALS' SALARY SCALE (10 month year)

Grade I Principal	First Class	1800	1920	2040	2160	2280	2400	2520	2640	2760	2880	2940	3120	3240	(120)
Grade II Principal	First Class	1920	2040	2160	2280	2400	2520	2640	2760	2880	2940	3120	3240	3360	(120)
Grade III Principal	First Class	2100	2220	2340	2460	2580	2700	2820	2940	3060	3180	3300	3420	3540	(120)
Grade IV Principal	High School	2220	2340	2460	2580	2700	2820	2940	3060	3180	3300	3420	3540	3660	(120)

